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ABSTRACT

As part of a project at Mount Hood Community College (MHCC) to create Program Assessment Documents for instructional and student service programs, this report focuses on the medical secretary program. With an initial section narrating study findings, the document includes five sections. Part II examines program size in terms of (1) enrollments--including enrollment history, enrollment accounting, manpower information, and program costs; (2) staffing--including staffing history for core curriculum and staff development activities; and (3) facility and equipment resources--including facilities utilization. Part III explores decisions related to modification of instruction in two subsections. The first looks at core course modification in terms of student evaluations of course quality, employers' evaluations of curriculum, and program advisory committee members' evaluations of curriculum. The second subsection considers curriculum modification in relation to former student status, job (schooling) placement history, student ratings of specific program's overall curriculum, and job satisfaction. Part IV focuses on modification of marketing activities with regard to ratings of people and information and their helpfulness in making students aware of the MHCC program. Part V is concerned with modification of support services and students' ratings of these services, their employment related attitudes, and their sense of comradeship within the program. (AYC)

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ED164046

P.A.D.

PROGRAM ASSESSMENT DOCUMENT

Medical Secretary

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JC 790 053

Prepared by
Mt Hood Community College Research Office

September, 1978

2,3,4+5

ACKNOWLEDGMENT

This study is the joint product of the efforts of many people. Those responsible for the conceptualization and planning of the Program Assessment Documents(PADs) were:

Dr. John Keyser
Dr. Jack Miller
Mr. Gary Nichols
Dr. Betty Pritchett
Dr. Mike Stevenson
Mr. Mike Stuart

Many other MHCC administrators and staff also contributed time and energy to the creation of this PAD.

The survey and data collection process was the result of many hours of effort from the following people:

Dorothy Kelley, Secretary
Randy McEvers, CWS Student
Hope DeClue, CWS Student
Lori Binford, CWS Student

Further, the following wre involved in the editing of this report:

Dr. Jack D. Miller
Dr. Mike Stevenson

This report is just one part of a larger effort by MHCC personnel to evaluate and improve the instructional and student services programs.

R. Dan Walleri

Dr. R. Dan Walleri, Research Specialist
MHCC Research Office

TABLE OF CONTENTS

INTRODUCTION: A. Data Collection and Processing

B. Presentation of the Findings

C. Use of Findings

PART I: Narrative Description of the Findings

PART II: Decision A: Program Size

Subsection 1: Enrollment Size

a. Enrollment History

b. Enrollment Accounting

c. Manpower Information

d. Program Costs

Subsection 2: Staffing

a. Staffing History for Core Courses

b. Staff Development Activities

Subsection 3: Facility and Equipment Resources

a. Facilities Utilization

b. Equipment

PART III: *Decision B: Modification of Instruction*

Subsection 1: Core Course Modification

a. Student Evaluations of Course Quality

b. Employers' Evaluation of Curriculum

c. Program Advisory Committee Members' Evaluation of Curriculum

Subsection 2: Curriculum Modification

a. Former Student Status

b. Job (Schooling) Placement History

c. Student Ratings of Specific Program's Overall Curriculum

d. Evaluation of Work

PART IV: *Decision C: Modification of Marketing Activities*

a. Ratings of People and Information's Helpfulness with Helping Students Become Aware of this MHCC Program

PART V: *Decision D: Modification of Support Services*

a. Student Ratings of Support Services

b. Employment Related Attitudes

c. Comradeship within Program

PROGRAM ASSESSMENT DOCUMENT FOR MEDICAL SECRETARY

Introduction

This year at MHCC an experimental pilot project has been initiated to create Program Assessment Documents (PADs) for seven instructional programs and five student service programs. The intended uses of these PADs are to provide administrators and staff with base-line data for future comparisons, evaluation and modification of programs.

The findings reported in this document are for the Medical Secretary program. This and other PADs will summarize follow-up results from multiple sources in order to provide as much relevent information regarding program modifications as possible. Since this year's PADs do represent a pilot project, we would greatly appreciate any suggestions for improvement.

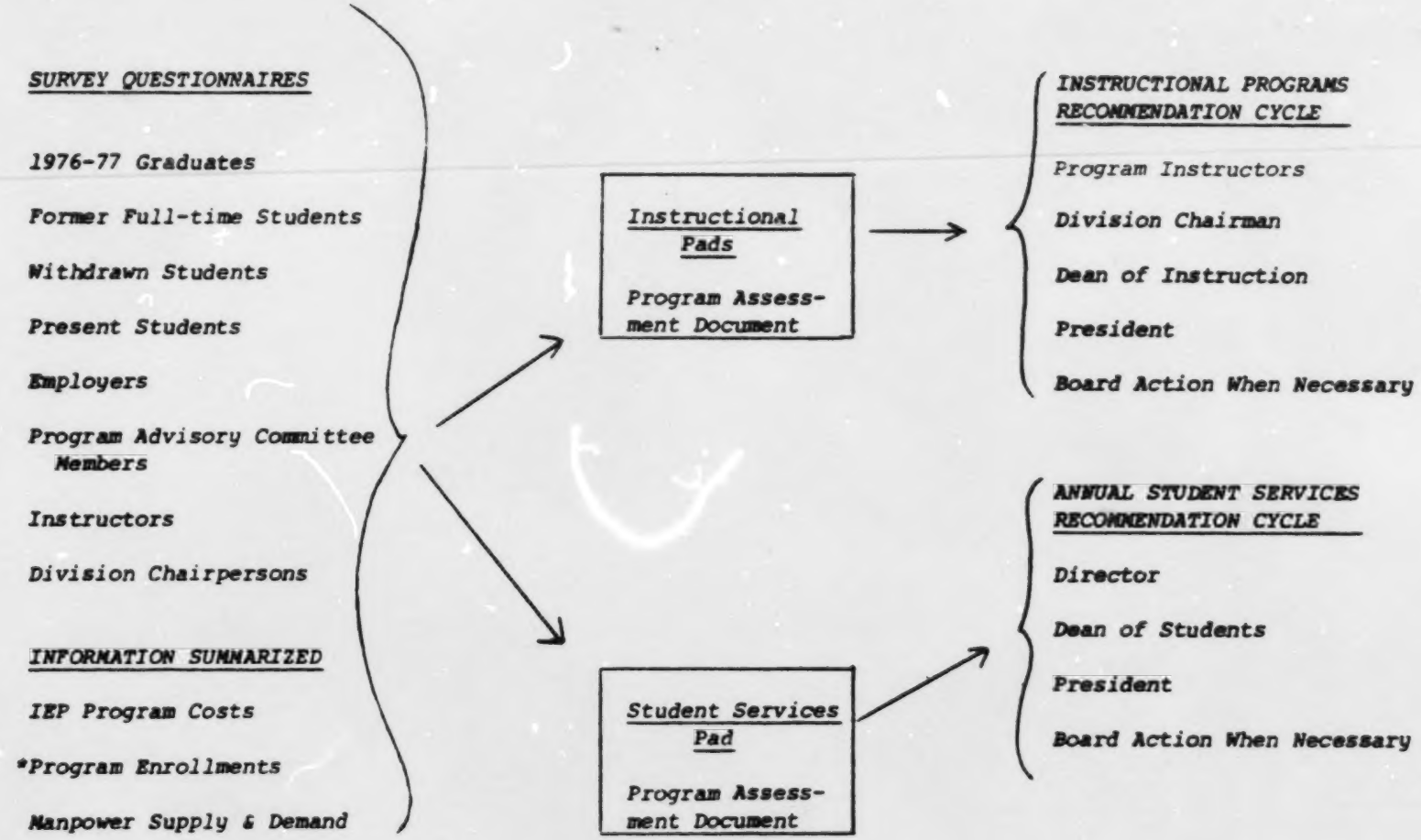
Data Collection and Processing

Table 1 presents a summary of the data sources employed in the creation of PADs as well as the review cycle each PAD will subsequently follow. These are basically two types of data used in the creation of PADs. First, the largest amount of data is generated from surveys of students, employers, Program Advisory Committee Members, Instructors and Division Chairpersons.

The second type of data contained in the PADs is information summarized from the Information Exchange Procedure (IEP) program costs, program enrollments, and manpower supply and demand data from the State Department of Education (SDE).

TABLE I

SUMMARY OF DATA COLLECTION AND PROCESSING FOR PADS



*Instructional Programs Only

*The data derived from students is divided into four categories. Input from the 1976-77 graduates and former full-time students is derived from the annual follow-up study. Follow-up results are also intended for federal vocational education funding compliance, veteran's administration program certification, as well as SDE and Educational Coordinating Council (ECC) reporting, which leads indirectly to community college legislation and policy.**

The questionnaire used in the preparation of the annual follow-up study is the product of the joint efforts of SDE and community college personnel. In addition to the SDE printed portion, there is an inserted questionnaire designed specifically for MHCC. The questions on the insert were developed from MHCC staff suggestions. The responses from the follow-up study are aggregated for the student service PAD. For the instructional PADs, the responses from former and graduated majors in the respective program are reported.

Present and withdrawn students for winter and spring 1978 comprise the third and fourth categories. These students were identified for the seven instructional PADs being conducted this year; namely, Television Production Technology, Electronic Engineering Technology, Electronic Servicing Technology, Machine Shop Technology, Medical Secretary, Operating Room Technology, and Civil Engineering Technology. The responses of the present and withdrawn students were aggretated for the student services PAD, but are reported by program in this instructional PAD.

**A major new addition to this external reporting requirement is presently being developed in the form of a survey of employers of former and graduated students of community colleges.*

The remainder of the survey data was collected from employers of former MHCC students, the Program Advisory Committee Members, instructors and division chairpersons; all of which are related to the seven instructional PADs.

The response rate for each of the surveys is given in Table 2 on the following page.

As mentioned previously, the second type of data used in the creation of PADs is program costs taken from IEP, enrollment data from Admissions and Records and manpower supply date from the SDE.

TABLE 2 RESPONSE RATE TO SURVEY QUESTIONNAIRES

PROGRAM Medical Secretary

Survey Questionnaire	Program		Total	
	No. Sent	No. Returned (%)	No. Sent	No. Returned (%)
1974-75 Graduates	N.A.	0	443	192 (43)
1975-76 Graduates	N.A.	2	573	193 (34)
1976-77 Graduates	5	1 (20)	525	147 (28)
1974-75 Former Full-time Students	N.A.	0	1307	327 (25)
1975-76 Former Full-time Students	N.A.	3	1499	329 (22)
1976-77 Former Full-time Students	5	2 (40)	1361	170 (13)
1978 Withdrawn Students	6	1 (17)	113	21 (19)
1978 Present Students	17	5 (29)	332	128 (39)
Employers	2	1 (50)	11	6 (55)
Program Advisory Committee Members	4	1 (25)	79	60 (76)
Instructors	4	3 (75)	29	20 (69)
Division Chairpersons	1	1 (100)	7	7 (100)

19

20

Presentation of the Findings

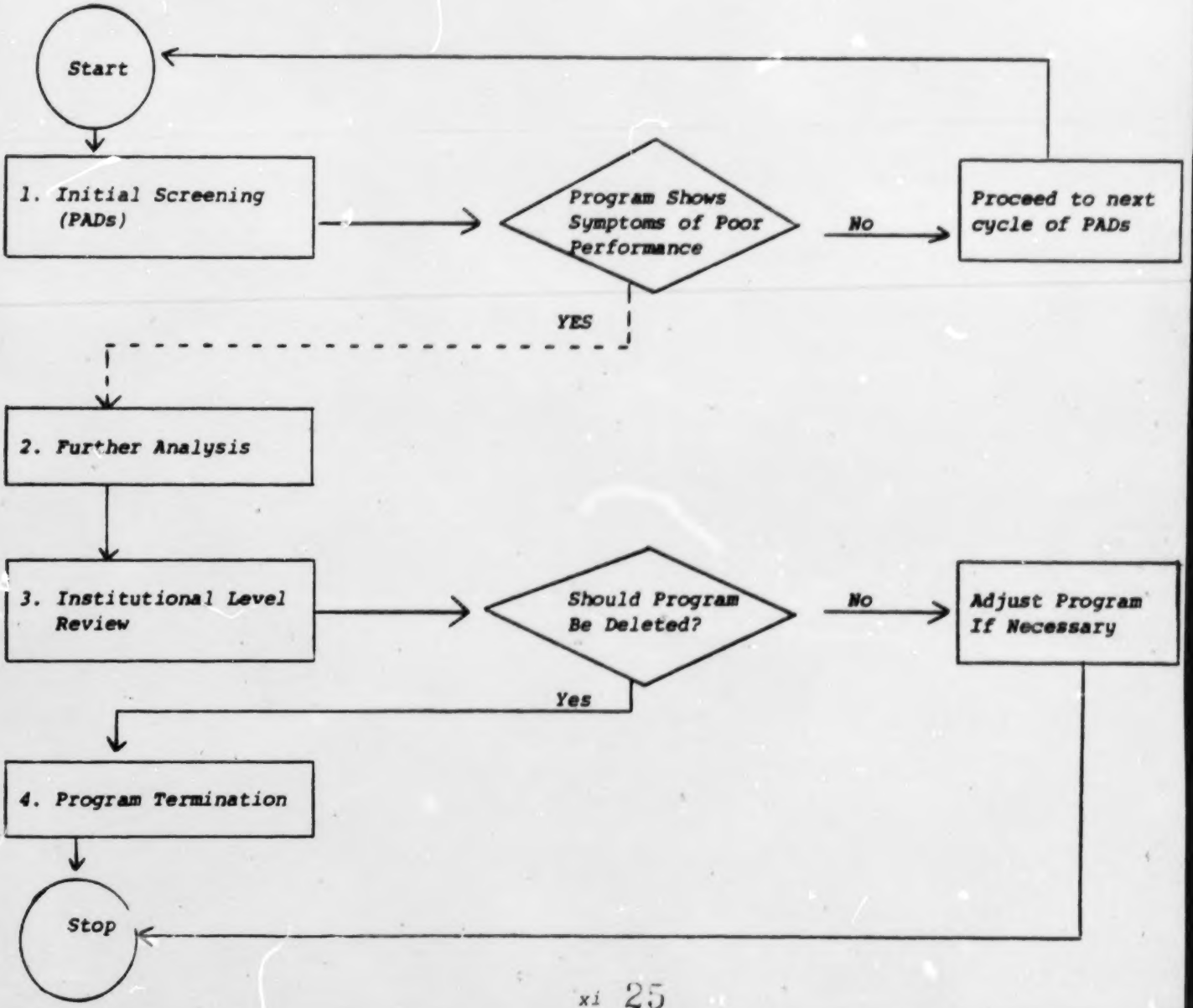
In addition to this Medical Secretary program report, the above described data is also being used in the preparation of the 1976-77 Follow-Up Report, the Student Services PAD, and a report on selected 1978 present and withdrawn students. The reader may wish to refer to these reports for additional details.

This report is divided into five parts. In Part I, a narrative description of the data contained herein is presented. The remaining sections of this report contain the data collected for this instructional PAD grouped according to decision area. Part II deals with "program size" including enrollment, staffing, and facility and equipment resources. Manpower information and placement forecasts are also included in Part II. The subject of Part III is "modification of instruction," which includes an evaluation of core courses and the specific program's overall curriculum. Parts IV and V cover "modification of marketing activities" and "modification of support services" respectively. This report contains only the tabulated responses to the surveys. Verbatim comments, detailed descriptions of the program, and copies of the questionnaires are on file in the Research Office.

Use of Findings

It is hoped that the findings reported herein will be of assistance to administrators and staff in improvement of services offered through the Medical Secretary *program. Figure 1 presents a flow chart of the program assessment procedure adopted at MHCC. This and the other instructional PADs represent the initial screening process which is designed to help determine specific or general problems with the program. The purpose of the dotted line in the center of the diagram is to clearly differentiate this initial screening process from further review. For additional information on the design, process and outcome of program evaluation at MHCC see the paper prepared by Dr. Stevenson and Dr. Walleri entitled, "Program Evaluation in the Era of Retrenchment: The Role of Institutional Research in a Community College." (Available via MHCC's research office.)*

FIGURE 1: FLOW CHART OF PROGRAM ASSESSMENT PROCEDURE



Medical Secretary

Part I. Narrative Description of Findings

The first findings reported are for program size (see part II). The enrollment in the core courses in the Medical Secretary Program has remained stable between the 1974-75 and 1977-78 academic years (see Section A). Because the Medical Secretary program is not a limited entry program, data on applicants were not available from Admissions and Records.

In terms of enrollment accounting (Section B), the number of students declaring Medical Secretary as their major has remained stable at approximately 24 between 1975-76 and 1977-78. This figure undoubtedly underestimates the actual number of majors in that the reader will note that there is a discrepancy between the number of students declaring Medical Secretary as their major versus the number of students enrolled in core courses as shown by transcripts. The underestimation of majors is due to the fact that the Medical Secretary program is open entry, and thus, there is no necessity in declaring the major until shortly before graduation.

Examination of transcripts also show that the number of continuing students between Fall 1977 and Winter 1978 was 17, and 17 between Winter 1978 and Spring 1978. Six students also withdrew between each of the preceding terms, which indicates that approximately 25% of the students withdraw from the program every quarter. Again, this figure has to be evaluated in light of the fact that Medical Secretary is an open entry program. For example, there were also 6 new students who entered the program in Spring 1978. None of the responding students indicated that they withdrew due to dissatisfaction with the program.

The next section (C) presents data with regard to the employment outlook for Medical Secretaries. This data has two derivations. First, manpower demand and supply is given as provided by the Oregon Department of Education (ODE). The data is presented by relevant occupations on a statewide and Portland Metro area basis (Multnomah, Clackamas, Washington and Clark counties), and is based on a survey of employers throughout the State of Oregon.* Before interpreting this data, the reader should note that the State's data consistently underestimates actual manpower demand across most programs. The State only includes expansion (new jobs) and replacement (death, retirement, etc.) while excluding normal attrition (openings created through promotion, geographical mobility). Given these qualifications the data for Medical Secretary shows that, in terms of expansion and replacement needs, there are 152 statewide openings per year projected over the next six years. Supply data was not available.

The second source of data on the employment outlook for Medical Secretaries is based on forecasts as perceived by the various groups surveyed for this P.A.D. Six out of the nine respondents felt that more than enough jobs were available. Given the conservative basis of the State's data, these perceptions by people involved in the program appear to match the employment outlook reported by the ODE. The major difference found among the groups surveyed was that the students were less optimistic about the job market than the other groups. The verbatim comments with regard to the employment outlook suggested an expanding market in this program field.

Section D contains Discipline and Program cost figures taken from Information Exchange Procedures (IEP) for 1975-76, which is the latest academic year for which data is available. Summary information is given

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*For additional details or suggestions on the data maintained by the ODE, the reader should contact the Manpower Specialist, Alan Schultze.

first in the form of direct and full cost per FTE by discipline and program. Following this summary is a breakdown for Medical Secretary. It can be seen from the "Summary Discipline Report" that total revenue per FTE in Medical Secretary is $477 greater than full cost per FTE. The "Program Report" shows that the full cost for Medical Secretary was $40,983 or $1445 per FTE in 1975-76.

Section 2 under "Program Size" deals with staffing. The results include the full and part-time instructor - FTE loads for the core courses. In addition, findings from the Division Chairperson survey are reported on staff development activities.

The final section under "Program Size" deals with facility and equipment resources. Facility utilization data from Fall 1975 and 1977 are provided for classrooms and classlabs in which core courses for the program were held. The resulting utilization figures were given a rating ranging from "unacceptable" to "high utilization." The rooms identified for the Medical Secretary program show mixed findings ranging between high and under utilization. None of the identified rooms exhibited unacceptable utilization. In interpreting these results, the reader should note that the identified rooms are used by <u>other</u> programs in addition to Medical Secretary.

Part III of this report deals with modification of instruction. In the first section, the responding student evaluations of the core courses are presented. These results are broken-down between the 1978 present and withdrawn students on the one hand, and the former and graduated students from 1976-77 on the other. The students were asked to rate each specialized program course they had taken on a scale from bad(1) to excellent(5). In addition to the actual ratings, the mean score for each course is also provided. The results show that 80% of the present and withdrawn students and 54% of the former and graduated students rated the core courses as either good or excellent. Only two courses, SS16 Office

Procedures I and BUS 30 Business Correspondence were rated bad or poor by any of the responding students. The verbatim comments from students with regard to "course quality" mirror the above statistical findings.

Following the student evaluations of the specialized program courses is the employers and Program Advisory Committee members assessment of the program's ability to prepare students to meet job opportunities. The single responding employer and Advisory Committee member felt that the program was adequately preparing the students for employment. Of the six items listed, the employer checked all but specialized skills as characteristics considered important when interviewing MHCC graduates.

Section 2 within "Modification of Instruction" covers evaluation of the overall curriculum for the program. First, the status of the responding full-time and graduated students from Medical Secretary is given. Of the eight responding students:

1 was working full-time and going to school part-time
1 was working part-time and going to school full-time
6 were working full-time

With regard to how related their present job or schooling is to the program field they studied while at MHCC, there were ten responses. Five students indicated that they were working or studying in a program related field, and five students indicated that their work was unrelated to their program field. None of the students in an unrelated field responded that they were unable to find a related job or were not qualified in the field of their preparation. The Division Chairperson estimates that 95% of those graduates who attempt to find a related job are successful.

The student assessment of the overall curriculum for Medical Secretary shows that 84% gave a rating of good or excellent while only 8% gave a rating of average and 8% a rating of bad. The students, employers, advisory committee members and instructors were also asked to give suggestion with regard to curriculum improvement. Although the low response rate makes generalization tenuous at best, there were

several comments suggesting that the emphasis of the program should be slightly shifted to favor the basic sciences over business.

The former and graduated students were also asked to briefly describe their present job. The vast majority of responses described medical and dental office work. Further, the students were asked to rate the degree of satisfaction with various aspects of their job (Section D). The responses from Medical Secretary students indicate a generally high level of satisfaction with all aspects of their work. The major area of dissatisfaction appears to be in the area of promotion opportunities. This finding differs from the total response to this Follow-Up item for non-Medical Secretary students in that those results usually show a significantly lower level of satisfaction with both salary and promotion opportunities than with working conditions and location.

Part IV of this PAD contains the responses pertaining to the modification of program marketing activitives. The Division Chairpersons were asked to review the available marketing information employed by the program such as the annual schedule, catalog and the Division's program brochure. Participation in a professional organization associated with the field by the program's principal instructor was the only addition. Further, the Division Chairperson was asked to describe program-specific marketing activities related to high school, industry and college contacts as well as any other efforts (TV, radio, newspaper, etc.). The Division Chairperson identified high school and college contacts as the program's effort in this area.

The first findings reported (Section A) are the responding student ratings of people and information in helping them become aware of the Medical Secretary program. In terms of people, the responses show that the program instructors were the major source of program information as well as the most

helpful. MHCC's course schedule and catalog were the most often consulted and the most helpful printed sources of information.

Part V presents the results of the surveys with regard to the modification of support services. The first results given are the student ratings of Counseling, Financial Aid, Placement, Veteran Affairs, Health Services, Admissions and Registration, Student Activities, and Advising (Section A). Overall the responses show a high degree of satisfaction with support services, indicating an absence of any program-specific problems. For further details on support services, the reader may wish to examine the 1976-77 Follow-Up Study and the Student Services PAD.

With regard to the work experience program, Cooperative Work Experience is the only activity used by the Medical Secretary program. All of the responding Medical Secretary students who have been involved with Cooperative Work Experience gave a "very satisfactory" or "satisfactory" rating.

Student ratings with regard to MHCC's employment preparation helpfulness (Section B) indicate that most responding students were very satisfied or satisfied with the advice and preparation received. The response rate was too low to make any statements with regard to the evaluation of placement and post-employment training.

Finally, the student ratings on fellowship with other students in their program are given. The actual ratings (Section C) and the verbatim comments indicate a high desgree of comradeship within the Medical Secretary program.

PROGRAM ASSESSMENT DOCUMENT
(PAD)

Medical Secretary
(Program Being Assessed)

Part II. Decision A: Program Size

Subsection 1: Enrollment Size

a) Enrollment history (from 10th week enrollment report)

	Core Courses:	1974-75		1975-76		1976-77		1977-78	
	SS21 Medical Orientation	73	(--)*	71	(--)*	75	(--)*	60	(--)*
**	SS15 Records Management	254	(8)	317	(12)	302	(11)	274	(10)
**	SS16 Office Proc. I	170	(8)	167	(7)	129	(6)	134	(6)
	SS25 Med. Office Pro. I	51	(2)	51	(2)	74	(3)	31	(2)
	SS22 Med. Terminology I	289	(11)	232	(8)	225	(8)	152	(6)
**	SS31 Office Machines (A & C)	277	(12)	311	(12)	435	(22)	484	(24)
**	SS30 Auto Typewriter	35	(3)	36	(3)	39	(3)	42	(3)
	SS23 Med. Terminology II	65	(4)	81	(4)	74	(4)	34	(2)
	SS24 Med. Transcription I	58	(4)	55	(4)	53	(4)	30	(2)
	SS28 Med. Office Pro. II	45	(2)	44	(2)	42	(2)	23	(--)
	SS34 Med. Transcription II	32	(3)	40	(4)	28	(4)	21	(2)
			( )		( )		( )		( )
			( )		( )		( )		( )
			( )		( )		( )		( )
			( )		( )		( )		( )
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			( )		( )		( )		( )
			( )		( )		( )		( )

Part II. Decision A: Program Size(cont'd)

b) Enrollment Accounting

	1975-76			1976-77			1977-78		
	F	W	S	F	W	S	F	W	S
Number of Majors(from 10th week enrollment report	34	21	29	27	22	17	30	20	15
Number of Graduating Students	—	—	—	—	—	—	—	—	—

c) Manpower Information - Statewide

	DEMAND				SUPPLY		
Relevant Occupations	Employment 1976	Est. Employ. 1980	Est. Employ. 1982	Annual Average Expansion and Replacement Needs	Community College	Other	Total
Med. Secretaries	1330	1699	1880	152	NA	NA	NA
			Totals	152			

c) Manpower Information - Portland Metro

NA		

Part II. Decision A: Program Size (continued)
Subsection 1: Enrollment Size

c) Manpower Information
i) ratings of job availability in program field

	Withdrawn Students	Former Students	Graduate Students	Employers	Program Advisory Committee	Instructors	Division Chairperson
A. Not enough jobs	1	0	0	0	0	0	0
B. Just enough jobs	0	1	1	0	0	0	0
C. More than enough jobs	1	0	0	1	1	2	1
	N = 2	N = 1	N = 1	N = 1	N = 1	N = 2	N = 1
	W	F	G	E	PAC	I	DC

d) Program Costs 1975-76

Information Exchange Procedures discipline costs - see attached form.

Direct Cost/FTE $700 Full Cost/FTE $1210

Information Exchange Procedures program costs - see attached form.

Direct Cost/FTE $852 Full Cost/FTE $1445

SUMMARY DISCIPLINE REPORT
IEP 1975-76

Division Business

Medical Office Occ. HEGIS CODE 0594

SUB-COMPONENTS	INST. FTE*	CLOCK HOURS	STUDENT FTE
Voc. Prep	14.2	19,605	28.8
Voc. Sup	-	180	.3
Enrichment			
TOTALS	14.2	19,785	29.1

	DIRECT COST	D.COST/CL.HR	D.COST/FTE
Voc. Prep	$20,181.	$1.03	$700
Voc. Sup	$ 169.	$ .94	$637
Enrichment			
TOTALS	$20,350	$1.03	$699
	FULL COST	F.COST/CL.HR	F.COST/FTE
Voc. Prep	$34,884	$1.78	$1,210.
Voc. Sup	$ 286	$1.59	$1,081.
Enrichment			
TOTALS	$35,170.	$1.78	$1,209
	TOTAL REVENUE	REV-F. COST	REV.-COST/FTE
Voc. Prep	$48,644.	$13,761.	$477
Voc. Sup	$ 407.	$ 121.	$458
Enrichment			
TOTALS	$49,051	$13,882	$477

LISTS OF INCLUDED COURSES

Voc. Prep.	Voc. Sup.
SS21-25	SSX17
SS28	
SS34	

PROGRAM REPORT: 1975-76

Medical Secretary (STATE CODE = DBG2) Division Business

Disciplines consumed by Medical Secretary Majors:

	Discipline	% of Clock Hours
LDC	Office Occupation General	16%
VP	Medical Office Occ.	15%
VP	Office Occupation General	11%
LDC	P.E. Activities	7%
VP	Coop Work Experience	7%
VP	Business Administration	6%

TOTAL HEADCOUNT 40 Direct Cost $24,166 Full Cost $40,983

Full-time Headcount 18

+Part-time Headcount 22

Clock Hours 19285 Dir.Cost/Cl.Hr. $1.25 Full Cost/Cl.Hr. $2.13

FTE Enrollment 2836 Dir.Cost/FTE $852. Full Cost/FTE $1,445.

Part II. Decision A: Program Size(cont'd)
Subsection 2: Staffing

a) Staffing History for Core Courses

	Fall 1977	Winter 1978	Spring 1978
Full-Time Instructor - FTE:*	.92	1.25	.88
Part-Time Instructor - FTE:*	.60	.20	.20
Aides (approx I-FTE):			

**I-FTE equates to 45 Instructor Load Credits(ILCs)*

b) Staff Development Activities - From Division Chairperson Questionnaire

i) Is there an effective staff development program for instructors in this program?

[xx] *Yes*

[ ] *No*

Suggestions for improvement:

PROGRAM ASSESSMENT DOCUMENT
(PAD)

Part II. Decision A: Program Size
Subsection 3: Facility and Equipment Resources

a) Facilities Utilization

*Classrooms Assigned**	*Fall 1975*	*Fall 1977*
1001	*not scheduled*	*High (57.6)*
1605	*not scheduled*	*Under (17.9)*
2607	*High (38.2)*	*Under (17.3)*
1610	*Good (26.3)*	*not scheduled*
1309	*Under (21.4)*	*not scheduled*
*Classlabs Assigned***		

**Utilization of classrooms is categorized using the measure "average number of hours each seat (student station) is used weekly". This measure is the product of the "hours scheduled per week" and the "percent of student station fill when scheduled". The criteria for categorizing classroom utilization is as follows:*

Classrooms	*Unacceptable*	*Under*	*Good*	*High*	*Maximum Hrs. Available*
Weekly	*0----------12----------22---------33----------*				*60*

***The criteria for categorizing classlabs is as follows:*

Classlabs	*Unacceptable*	*Under*	*Good*	*High*	*Maximum Hrs. Available*
Weekly	*0----------10----------20---------30----------*				*60*

PROGRAM ASSESSMENT DOCUMENT
(PAD)

Part III. Decision B: Modification of Instruction

Subsection 1: Course Modification

a) Student Evaluations of "Course Quality" from 1978 Present & Withdrawn Students*

Core Courses:

(Descriptions Attached)	Respondents	1 (bad)	2 (poor)	3 (average)	4 (good)	5 (excellent)	Mean
SS21	3				2	1	4.3
SS15	4	0	0	1	2	1	4.0
SS16	2	0	0	0	1	1	4.5
SS22	3	0	0	1	0	2	4.3
SS31	2	0	0	1	1	0	3.5
SS30	0	0	0	0	0	0	0
SS23	1	0	0	0	0	1	5.0
SS24	3	0	0	0	1	2	4.7
SS25	0	0	0	0	0	0	0
BUS30	6	1	2	0	3	0	2.8
SS123	4	0	0	0	1	3	4.8
MTH29	2	0	0	0	2	0	4.0
Total (%)	30(100)	1(3)	2(7)	3(10)	13(43)	11(37)	4.0

*"course quality" is a combination students' rating of courses regarding usefulness of content to employment and general background.

Part III. Decision B: Modification of Instruction

Subsection 1: Course Modification

a) Student Evaluations of "Course Quality"* from 1976-77 Graduate & Former Students

Core Courses:

(Descriptions Attached)	Respondents	1 (bad)	2 (poor)	3 (average)	4 (good)	5 (excellent)	Mean
SS21	0	0	0	0	0	0	0
SS15	1	0	0	1	0	0	3.0
SS16	2	0	1	0	0	1	3.5
SS22	1	0	0	0	1	1	4.5
SS31	1	0	0	1	0	0	3.0
SS23	0	0	0	0	0	0	0
SS24	1	0	0	0	1	0	4.0
SS25	1	0	0	0	0	1	5.0
BUS30	1	1	0	0	0	0	1.0
SS123	1	0	0	1	0	0	3.0
MTH29	1	0	0	0	1	0	4.0
Total (%)	11(100)	1(9)	1(9)	3(27)	3(27)	3(27)	3.5

*"course quality" is a combination students' rating of courses regarding usefulness of content to employment and general background.

Part III. Decision B: Modification of Instruction (continued)
Subsection 1: Course Modification

b) Employers' Assessment

i) Do you feel the preparation the student received was adequate for the job for which he/she was hired?

Yes 1

No 0 N = 1

What characteristics do you look for when interviewing our graduates?

Honesty---------- 1
Attitude---------- 1
Basic Skills---------- 1
Specialized Skills------- 0
Specialized Training----- 1
Appearance---------- 1
Other---------- 0

c) Program Advisory Committee Assessment from Advisory Committee Sorvey:

i) Do you feel that the program is adequately preparing students to meet job opportunities in this area?

Yes 1

N = 1

No 0

Part III. Decision B: Modification of Instruction

Subsection 2: Curriculum Modification

a) Former Student Status

"What are you doing now?" (for non-graduate-former student)

SCHOOL

WORKING	FULL	PART	NOT
FULL	0	0	4
PART	1	0	0
NOT	0	0	0

Military	Looking for Job	Not Looking for Job	Personal Interest	Other	No Response
0	0	0	0	0	0

N_F = 5

"What are you doing now?" (for graduating students)

SCHOOL

WORKING	FULL	PART	NOT
FULL	0	1	2
PART	0	0	0
NOT	0	0	0

Military	Looking for Job	Not Looking for Job	Personal Interest	Other	No Response
0	0	0	0	0	0

N_G = 3

Part III. Decision B: Modification of Instruction (continued)
Subsection 2: Curriculum Modification

b) Job (schooling) Placement History

"Is your present job (schooling) related to the program you took at MHCC."

	Response Summary		
	1974-75 N = 0	1975-76 N = 6	1976-77 N = 4
Unrelated	0	3	2
Somewhat related	0	0	0
Related	0	3	2

c) Student Rating of Specific Program's "Overall Curriculum":

	1 (bad)	2 (poor)	3 (average)	4 (good)	5 (excellent)	Mean	N
Former Students							
Graduates:	0	0	0	0	1	5.0	1
Non-Graduates	0	0	0	2	0	4.0	2
Present Students	1	0	1	6	1	3.7	9
	1(8)	0(0)	1(8)	8(67)	2(17)		12(100)

Part III. Decision B: Modification of Instruction(cont'd)

Subsection 2: Curriculum Modification

d) Evaluation of Work

"How would you rate your satisfaction with the following aspects of your present job?"

	1974-75			1975-76			1976-77		
	Very Satisfied	Satisfied	Less Than Satisfied	Very Satisfied	Satisfied	Less Than Satisfied	Very Satisfied	Satisfied	Less Than Satisfied
Salary	0	0	0	3	2	0	0	2	1
Chance for Promotion	0	0	0	1	2	2	1	1	1
Getting Along With Fellow Workers	0	0	0	4	1	0	2	1	0
The Actual Work You Do	0	0	0	1	3	1	2	0	1
Location	0	0	0	1	3	1	1	1	1
	N = 0			N = 5			N = 3		

Part IV. Decision C: Modification of Marketing Activities

a) Ratings of people and information's helpfulness within helping students become aware of this MHCC program.

Information Sources	Total Student Response: Not Used	Slight Help	Helpful	Very Helpful	N
People:					
MHCC Instructors	3	0(0)	6(67)	3(33)	9
MHCC Counselors	6	1(17)	4(66)	1(17)	6
H.S. Counselors	2	3(20)	6(60)	1(20)	10
H.S. Teacher	3	4(44)	3(34)	2(22)	9
Employer	8	3(25)	1(25)	0(0)	4
Parent	4	2(33)	2(33)	2(33)	6
Friend	5	1(13)	6(74)	1(13)	8
Other(Specify)	10	0(0)	1(100)	0(0)	1
Information:					
Course Schedule	1	0(0)	5(45)	6(45)	11
MHCC Catalog	1	1(9)	2(18)	8(73)	11
Computerized Career Information System(C.I.S.)	11	0(0)	1(100)	0(0)	1
Program Brochure	7	2(40)	3(66)	0(0)	5
Detailed Program/ Curriculum Description	5	1(14)	2(29)	4(57)	7

PROGRAM ASSESSMENT DOCUMENT
(PAD)

Part V. Decision D: Modification of Support Services

a) Student ratings of support services (combined responses of graduates and former students from 1974-75, 1975-76, 1976-77).

		Use of Service		Ratings When Used		
		Yes	No	Very Satisfactory	Satisfactory	Less Than Satisfactory
Counseling (personal) (Counseling Center)	Former Students	1	2	0	1	0
	Present Students	3	6	0	3	0
Counseling (career)	Former Students	3	0	1	1	1
	Present Students					
Financial Aids	Former Students	1	2	0	0	1
	Present Students	3	6	1	2	0
Placement (job)	Former Students	0	3	0	0.	0
	Present Students	4	5	0	4	0
Veterans Affairs	Former Students	0	3	0	0	0
	Present Students	1	8	0	1	0
Health Services	Former Students	0	3	0	0	0
	Present Students	1	8	1	0	0
Admission & Registration	Former Students	3	0	0	2	1
	Present Students	8	1	1	6	1
Student Activities (government, athletics)	Former Students	0	3	0	0	0
	Present Students	3	6	0	3	0
Advising (selecting class schedule, etc.)	Former Students	3	0	1	2	0
	Present Students	7	2	3	4	0
Cooperative Work Exp.	Former Students	3	2	3	0	0
	Present Students	3	6	1	2	0

PROGRAM ASSESSMENT DOCUMENT
(PAD)

Part V. Decision D: Modification of Support Services(cont'd)

a) Student ratings of support services(combined responses of graduates and former students from 1974-75, 1975-76, 1976-77).

		Use of Service		Ratings When Used		
		Yes	No	Very Satisfactory	Satisfactory	Less Than Satisfactory
Practicum Course	Former Students	0	3	0	0	0
	Present Students	0	9	0	0	0
Field Experience Course	Former Students	0	3	0	0	0
	Present Students	1	8	1	0	0

b) Employment Related Attitudes

Ratings of MHCC's effort to:

Advise you of employment opportunities prior to enrolling in the program	Former Students	3	0	0	2	1
	Present Students	6	3	2	3	1
Prepare you for the program field	Former Students	3	0	0	2	1
	Present Students	7	2	2	5	0
Help you find employment	Former Students	2	1	1	1	0
	Present Students					
Provide you with post employment training	Former Students	1	2	0	0	1
	Present Students					

PROGRAM ASSESSMENT DOCUMENT
(PAD)

Part V. Decision D: Modification of Support Services (cont'd)

c) Comradeship Within Program

	Ratings When Used						
	1 (Poor)	2 (Fair)	3 (Average)	4 (Good)	5 (Excellent)	(Mean)	N
Withdrawn Students	1	0	0	1	0	2.5	2
Present Students	0	0	1	5	1	4.0	7
Former Students	0	0	1	1	1	4.0	3

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